DOCUMENT RESUME

ED 397 340 CE 072 225

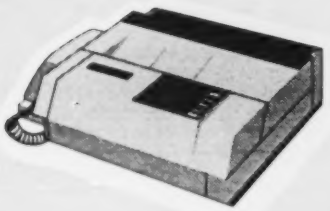
TITLE	Mississippi Curriculum Framework for Business and Computer Technology (Program CIP: 52.0408--Gen. Office/Clerical & Typing Service). Secondary Programs.
INSTITUTION	Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.
SPONS AGENCY	Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.
PUB DATE	1 Aug 95
NOTE	91p.; For related documents, see CE 072 162-231.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Academic Education; Accounting; Basic Skills; Behavioral Objectives; *Business Education; Classroom Techniques; Communications; Competence; *Competency Based Education; Computer Oriented Programs; *Computers; *Core Curriculum; Database Management Systems; Desktop Publishing; Educational Equipment; Employment Qualifications; Financial Services; Job Application; Keyboarding (Data Entry); Records Management; Safety; Secondary Education; Spreadsheets; State Curriculum Guides; Statewide Planning; Student Evaluation; Technology Education; Word Processing; Workplace Literacy
IDENTIFIERS	Mississippi

ABSTRACT

This document, which reflects Mississippi's statutory requirement that instructional programs be based on core curricula and performance-based assessment, contains outlines of the instructional units required in local instructional management plans and daily lesson plans for secondary-level courses in business and computer technology I-II. Presented first are a program description and course outline. Section I contains curriculum frameworks for both courses, and section II contains outlines of the instructional units required in each course. The first course includes 13 units on the following topics: introduction, operating systems, keyboarding, word processing, communications, alphabetical filing systems, database management, financial applications, spreadsheet applications, telecommunications, desktop publishing, the job application process, and applied business and computer technology I. The second course contains 14 units: safety, disk management, keyboarding, advanced word processing, advanced communications, records management, advanced database management, advanced spreadsheet applications, advanced financial applications, automated accounting, advanced telecommunications, advanced desktop publishing, job application process, and applied business and computer technology II. Each unit includes suggested time on tasks, competencies and objectives, teaching strategies, assessment strategies, and resources. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for both courses. (MN)

ED 397 340

Mississippi Curriculum Framework for Business and Computer Technology



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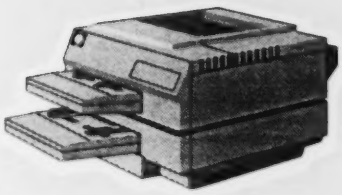

Secondary Vocational and Technical Education 1995

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August 1, 1995

MISSISSIPPI

CURRICULUM FRAMEWORK

FOR

BUSINESS AND COMPUTER TECHNOLOGY

(Program CIP: 52.0408 - Gen. Office/Clerical & Typing Service)

SECONDARY PROGRAMS

1995

August 1, 1995

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Published by the:

Office of Vocational and Technical Education
Mississippi Department of Education
Jackson, Mississippi

Research and Curriculum Unit for Vocational and Technical Education
College of Education
Mississippi State University
Mississippi State, Mississippi

1995

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FOREWORD

The courses in this document reflect the following statutory requirements as found in Section 37-3-49, Mississippi Code of 1972, as amended:

> The State Department of Education shall provide an instructional program and establish guidelines and procedures for managing such programs in the public schools as part of the State Program of Educational Accountability and Assessment of Performance. . .
>
> The department shall provide that such program or guidelines . . . are enforced through the performance-based accreditation system.
>
> The local school board must adopt the objectives that will form the core curriculum that will be systematically delivered throughout the district.
>
> Standards for student performance must be established for each core objective in the local program and those standards establish the district's definition of mastery for each objective.
>
> There shall be an annual review of student performance in the instructional program against locally established standards.

Each secondary vocational-technical course consists of a series of instructional units which focus on a common theme. All units have been written using a common format which includes the following components:

- Unit Number and Title
- Suggested Time on Task - The number of days of instruction that should be required to teach the competencies and objectives of the unit. For secondary occupational programs, a "day" represents a two-period block of instruction.
- Competencies and Suggested Objectives
  - A **Competency** represents a general concept of performance that students are expected to master as a requirement for satisfactorily completing a unit. Students will be expected to receive instruction on all competencies in the curriculum framework.
  - The **Suggested Objectives** represent the enabling and supporting knowledge and performances that will indicate mastery of the competency.
- Suggested Teaching Strategies - This section of each unit indicates strategies that can be used to enable students to master each suggested objective. Teachers should feel free to modify or enhance these suggestions based on needs of their students and resources available in order to provide optimum learning experiences for their students.

- Suggested Assessment Strategies - This section indicates strategies that can be used to measure student mastery. Examples of suggested strategies could include classroom discussions, laboratory exercises, and student assignments. Again, teachers should feel free to modify or enhance these suggested assessment strategies based on local needs and resources.
- Suggested Resources - This section indicates some of the primary instructional resources that may be used to teach the competencies and suggested objectives. Again, these resources are suggested and the list may be modified or enhanced based on needs and abilities of students and on available resources.

The following guidelines were used in developing the curriculum framework in this document and should be considered in developing local instructional management plans and daily lesson plans:

- The content of the courses in this document reflects approximately 75 percent of the time allocated to each course. For a one-year course, this means that the content of the existing units of instruction should represent approximately 135 days of instruction. The remaining 25 percent of each course should be developed at the local district level and may reflect:
  - Additional units of instruction within the course related to topics not found in the state framework.
  - Activities which develop a higher level of mastery on the existing competencies and suggested objectives.
  - Activities and instruction related to new technologies and concepts that were not prevalent at the time the current framework was developed/revised.
  - Activities which implement components of the Mississippi Tech Prep Initiative, including integration of academic and vocational-technical skills and coursework, school-to-work transition activities, and articulation of secondary and postsecondary vocational-technical programs.
  - Individualized learning activities, including work site learning activities, to better prepare individuals in the courses for their chosen occupational area.

- Sequencing of the units of instruction within a course is left to the discretion of the local district. Naturally, foundation units related to topics such as safety, tool and equipment usage, and other fundamental skills should be taught first. Other units related to specific skill areas in the course, however, may be sequenced to take advantage of seasonal and climatic conditions, resources located outside of the school, and other factors.

ACKNOWLEDGEMENTS

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August 1, 1995

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August 1, 1995

PROGRAM DESCRIPTION

BUSINESS AND COMPUTER TECHNOLOGY

Program CIP: 52.0408 - Gen. Office/Clerical & Typing Serv.

Business and Computer Technology is designed to educate, train, and provide guidance for secondary vocational students who seek to develop the knowledge, skills, and behavioral characteristics necessary for successful entry level employment in office occupations.

August 1, 1995

COURSE OUTLINE

BUSINESS AND COMPUTER TECHNOLOGY I

Unit #	Unit Title	No. of Days
Unit 1	Introduction to Business and Computer Technology	3
Unit 2	Operating Systems	8
Unit 3	Keyboarding	20
Unit 4	Word Processing	30
Unit 5	Communications	10
Unit 6	Alphabetical Filing System	5
Unit 7	Database Management	15
Unit 8	Financial Applications	12
Unit 9	Spreadsheet Applications	20
Unit 10	Telecommunications	8
Unit 11	Desktop Publishing	12
Unit 12	Job Application Process	10
Unit 13	Applied Business and Computer Technology I	15

BUSINESS AND COMPUTER TECHNOLOGY II

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Unit 5	Advanced Communications	10
Unit 6	Records Management	10
Unit 7	Advanced Database Management	20
Unit 8	Advanced Spreadsheet Applications	25
Unit 9	Advanced Financial Applications	10
Unit 10	Automated Accounting	20
Unit 11	Advanced Telecommunications	8
Unit 12	Advanced Desktop Publishing	10
Unit 13	Job Application Process	5
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SECTION I:

CURRICULUM FRAMEWORK

FOR

BUSINESS AND COMPUTER TECHNOLOGY

CURRICULUM FRAMEWORK

Course Name: Business and Computer Technology I

Course CIP Code: 07.0701

Course Description: Business and Computer Technology I is the entry level course of the secondary Business and Computer Program. Students in Business and Computer Technology I will gain foundation competencies related to keyboarding, operating systems, word processing, database, spreadsheet, desktop publishing, communications, filing, financial applications, telecommunications, and job application processes. (2-2½ Carnegie Units depending upon time spent in the course.)

Competencies and Suggested Objectives:

1. Apply correct safety procedures.
   a. Perform classroom safety activities.
   b. Participate in school safety activities.

   Related Academic Topics (See Appendix A):
   C1, C2, C3, C5
   S8

   Workplace Skills (See Appendix B):
   WP2, WP3
2. Promote leadership skills through vocational student organizations.
   a. Describe leadership opportunities available from student youth organizations in the school and community, including FBLA.

   Related Academic Topics (See Appendix A):
   C1, C3, C6

   Workplace Skills (See Appendix B):
   WP2, WP3, WP6
3. Demonstrate a basic understanding of computer operating systems. (Ongoing)
   a. Define and use terminology in applications.
   b. Start up system.
   c. Use common disk operating system procedures and/or file manager.
   d. Utilize basic Windows applications.

   Related Academic Topics (See Appendix A):
   C1, C3, C4, C5

   Workplace Skills (See Appendix B):
   WP2, WP4, WP5, WP6
4. Perform basic keyboarding techniques.
   a. Using a timed writing, keyboard at 35 net words per minute. (Ongoing)

Related Academic Topics (See Appendix A):
C2, C3
M1, M2
Workplace Skills (See Appendix B):
WP2, WP4

5. Load, access, and utilize a word processing software package.
   a. Define terminology related to word processing.
   b. Produce mailable letters using full block, modified block, and simplified block letter styles.
   c. Prepare envelopes according to U.S. postal regulations.
   d. Produce a mailable memorandum.
   e. Produce a mailable table.
   f. Produce a mailable business report.
   g. Produce a file copy of a business document using reprographic equipment.

   Related Academic Topics (See Appendix A):
   C1, C2, C4
   M1, M7
   Workplace Skills (See Appendix B):
   WP2, WP3, WP4, WP5
6. Cultivate personal qualities for business and office occupations.
   a. Demonstrate human relation skills.

   Related Academic Topics (See Appendix A):
   C1, C2, C3, C4, C6
   Workplace Skills (See Appendix B):
   WP2, WP3, WP4, WP6
7. Plan and compose effective written communications.
   a. Determine the purpose of the communication and obtain the necessary information using manual and electronic references.
   b. Organize, plan, choose appropriate format, and print or display the message.

   Related Academic Topics (See Appendix A):
   C1, C2, C3, C4, C5
   Workplace Skills (See Appendix B):
   WP2, WP3, WP4, WP6
8. Demonstrate effective oral communications.
   a. Compare and contrast acceptable and unacceptable telephone techniques.
   b. Prepare and present an oral report using effective speaking techniques and using non-verbal communications effectively.

   Related Academic Topics (See Appendix A):
   C2, C3, C4, C5, C6
   Workplace Skills (See Appendix B):
   WP2, WP3, WP6
9. Manually prepare personal and business names for alphabetic filing.
   a. Index, sort, code, and file personal and business names.

b. Define and demonstrate requisition, retrieval, charge-out, and follow-up procedures.

Related Academic Topics (See Appendix A):

C1, C2, C3, C4, C5

M1

Workplace Skills (See Appendix B):

WP2, WP4, WP5, WP6

10. Construct a database and manipulate data.
    a. Define terminology related to database applications.
    b. Create a database.
    c. Generate reports.
    d. Generate mailing labels.

Related Academic Topics (See Appendix A):

C1, C2, C4, C5

M1

Workplace Skills (See Appendix B):

WP2, WP4, WP5, WP6

11. Develop personal financial skills.
    a. Complete a deposit slip, prepare checks, record information in a check register, and reconcile a bank statement.
    b. Develop personal financial goals.

Related Academic Topics (See Appendix A):

C1, C2, C4, C5

M1, M7

Workplace Skills (See Appendix B):

WP1, WP2, WP4, WP6

12. Develop business financial skills.
    a. Perform basic financial applications using the ten key touch method.
    b. Using prepared invoices and purchase orders, calculate percentages and discounts.

Related Academic Topics (See Appendix A):

C1, C2, C4, C5

M1, M7

Workplace Skills (See Appendix B):

WP1,WP2,WP4, WP6

13. Demonstrate a basic understanding of spreadsheet applications.
    a. Define terminology relating to spreadsheet applications.
    b. Prepare an appropriate template and insert given data.
    c. Solve problems using basic mathematical concepts.
    d. Create graphs.

Related Academic Topics (See Appendix A):
C1, C2, C4, C5
M1, M7
Workplace Skills (See Appendix B):
WP1, WP2, WP4, WP6

14. Demonstrate a basic understanding of telecommunications.
    a. Identify and describe the terms and components of telecommunications.
    b. Access an on-line information source.

    Related Academic Topics (See Appendix A):
    C1, C2 ,C3, C4, C5
    M1
    Workplace Skills (See Appendix B):
    WP2, WP4, WP5, WP6
15. Demonstrate a basic understanding of desktop publishing applications.
    a. Define terminology relating to desktop publishing.
    b. Apply principles of document design.

    Related Academic Topics (See Appendix A):
    C1, C2, C3, C4, C5
    M1
    Workplace Skills (See Appendix B):
    WP2, WP4, WP5, WP6
16. Develop personal and professional skills necessary for securing and maintaining employment. (Ongoing)
    a. Prepare an acceptable resume, letter of application, job application form, follow-up letter, and letter of resignation.
    b. Compare and contrast acceptable and unacceptable business attire.
    c. Demonstrate proper business etiquette.
    d. Conduct himself/herself appropriately on a personal job interview.

    Related Academic Topics (See Appendix A):
    C1, C2, C3, C5, C6
    M1
    Workplace Skills (See Appendix B):
    WP2, WP3, WP4, WP5, WP6
17. Demonstrate job-specific skills introduced during the year by completing a teacher-approved project requiring intergration of learned skills.

    Related Academic Topics (See Appendix A):
    C1, C2, C4, C5, C6
    M1,M7
    Workplace Skills (See Appendix B):
    WP2, WP3, WP4, WP5, WP6

CURRICULUM FRAMEWORK

Course Name: Business and Computer Technology II

Course CIP Code: 07.0301

Course Description: Business and Computer Technology II is the advanced level course of the secondary Business and Computer Program. Students in Business and Computer Technology I will gain advanced competencies related to keyboarding, operating systems, word processing, database, spreadsheet, desktop publishing, communications, filing, financial applications, telecommunications, and job application processes. (2-2½ Carnegie Units depending upon time spent in the course.)

Competencies and Suggested Objectives:

1. Review and reinforce safety procedures.
   a. Comply with correct safety procedures.

   Related Academic Topics (See Appendix A):
   C1, C2, C3, C5, C6
   S8

   Workplace Skills (See Appendix B):
   WP2, WP6
2. Apply disk and file management skills.
   a. Define terms relating to disk management.
   b. Describe the procedure for formatting a hard disk.
   c. Back up and restore files (hard drive, directory, subdirectory, or individual files).
   d. Perform disk and file management tasks.
   e. Use Windows application features.

   Related Academic Topics (See Appendix A):
   C1, C2, C3, C5

   Workplace Skills (See Appendix B):
   WP2, WP4, WP5, WP6
3. Perform keyboarding techniques.
   a. Using timed writing, keyboard at 40 net words per minute. (ongoing)

   Related Academic Topics (See Appendix A):
   C2, C3, C6
   M1

   Workplace Skills (See Appendix B):
   WP2. WP6
4. Utilize a word processing software package.
   a. Produce mailable documents utilizing software package formatting features.

b. Utilize merge features.
c. Produce documents from a specialized area.

Related Academic Topics (See Appendix A):

C1, C2, C3

Workplace Skills (See Appendix B):

WP2, WP6

5. Use communications and time management principles to manage personal productivity.
   a. Apply strategies for decision making and problem solving activities.
   b. Using a multimedia software package, prepare a report that relates to personal productivity and/or business issues/problems.

   Related Academic Topics (See Appendix A):

   C1, C2, C3, C4, C5, C6
   M1, M7

   Workplace Skills (See Appendix B):

   WP1, WP2, WP3, WP4, WP5, WP6
6. Examine different records management systems.
   a. Compare and contrast records management systems.

   Related Academic Topics (See Appendix A):

   C1, C2, C3, C5
   M1, M7

   Workplace Skills (See Appendix B):

   WP2, WP5, WP6
7. Construct a database project and manipulate data.
   a. Create a database.
   b. Generate reports using statistical database functions.
   c. Integrate database applications with other software capabilities.

   Related Academic Topics (See Appendix A):

   C1, C2, C4, C5
   M1

   Workplace Skills (See Appendix B):

   WP2, WP4, WP5, WP6
8. Work efficiently with spreadsheet files.
   a. Utilize "what if" formulas.
   b. Utilize relative, mixed, and absolute formulas.
   c. Demonstrate linking and exporting files.
   d. Utilize software package formatting features.
   e. Utilize enhanced graphic features of software.

   Related Academic Topics (See Appendix A):

   C1, C2, C3, C4, C5
   M1, M7

   Workplace Skills (See Appendix B):

   WP2, WP4, WP5, WP6

9. Demonstrate financial planning process and methods of money management.
   a. Manage a checking account.
   b. Demonstrate an understanding of efficient money management.
   c. Discuss the various types of insurance.

   Related Academic Topics (See Appendix A):
   C1, C2, C3, C5
   M1, M7

   Workplace Skills (See Appendix B):
   WP1, WP2, WP5, WP6

10. Demonstrate an understanding of accounting procedures.
   a. Define terminology relating to accounting principles.
   b. Prepare journals, ledgers, financial statements, and other accounting data to complete an accounting cycle for business.
   c. Complete an accounting cycle using a computer.
   d. Complete a payroll problem.

   Related Academic Topics (See Appendix A):
   C1, C2, C3, C5
   M1, M7

   Workplace Skills (See Appendix B):
   WP1, WP2, WP5, WP6

11. Perform a wide range of telecommunication activities.
   a. Send/receive or view communications using various telecommunication components.

   Related Academic Topics (See Appendix A):
   C1, C2, C4, C5

   Workplace Skills (See Appendix B):
   WP2, WP6

12. Demonstrate an understanding of the desktop publishing process.
   a. Create attractive documents using desktop publishing.
   b. Create and use templates.
   c. Import text and clip art.

   Related Academic Topics (See Appendix A):
   C1, C2, C4, C5
   M1

   Workplace Skills (See Appendix B):
   WP2, WP5, WP6

13. Reinforce job application process.
   a. Search for a job for which he/she qualifies and prepare appropriate documents. (Ongoing)

   Related Academic Topics (See Appendix A):
   C1, C2, C4, C5

   Workplace Skills (See Appendix B):
   WP2, WP6

14. Demonstrate job-specific skills introduced during the year by completing a teacher-approved project requiring intergration of learned skills.
Related Academic Topics (See Appendix A):
C1, C2, C4, C5, C6
M1, M7
Workplace Skills (See Appendix B):
WP2, WP3, WP4, WP5, WP6

SECTION II:

CURRICULUM GUIDE

FOR

BUSINESS AND COMPUTER TECHNOLOGY

BUSINESS AND COMPUTER TECHNOLOGY I

BUSINESS AND COMPUTER TECHNOLOGY I
UNIT 1: INTRODUCTION TO BUSINESS AND COMPUTER TECHNOLOGY (3 days)

Competencies and Suggested Objectives:

1. Apply correct safety procedures.
   a. Perform classroom safety activities.
   b. Participate in school safety activities.

   Related Academic Topics (See Appendix A):
   C1, C2, C3, C5
   S8

   Workplace Skills (See Appendix B):
   WP2, WP3
2. Promote leadership skills through vocational student organizations.
   a. Describe leadership opportunities available from student youth organizations in the school and community, including FBLA.

   Related Academic Topics (See Appendix A):
   C1, C3, C6

   Workplace Skills (See Appendix B):
   WP2, WP3, WP6

Suggested Teaching Strategies:

1. Apply correct safety procedures.
   a. Discuss and demonstrate proper classroom safety to include:
      i. Keeping the workstation neat and the aisles clear.
      ii. Keeping hair, hands, jewelry, and clothing out of typewriters, disk drives, and printers.
      iii. Taking proper care of tools and machines assigned to him/her.
      iv. Not attempting to operate a machine on which he/she has not been trained; calling the instructor for assistance when he/she needs it.
      v. Not leaning back in chairs.
      vi. Not using chairs with casters to "roll" around the classroom.
      vii. Not inserting fingers or any foreign object into electrical outlets.
      viii. Keeping any object with a sharp point away from equipment.
      ix. Lifting heavy objects correctly.
   b. Discuss school designated safety drills.
2. Promote leadership skills through vocational student organizations.
   a. Discuss activities and the benefits student organizations.

Suggested Assessment Strategies:

1. *Apply correct safety procedures.*
   a. *Written test on classroom safety.*
   b. *Checklist of student participation.*
2. *Promote leadership skills through vocational student organizations.*
   a. *Written test on material covered.*

Suggested References:

Student organization handbook.

Kansas Business Education Curriculum Handbook.

Local Health, Safety, and Security Plan.

Office Safety - The Beginning. Long Island Productions, 6787 Snowden Avenue, El Cerrito, CA 94530. (800) 666-5215. (Video)

Oliverio, Mary Ellen; Pasewark, William R., Sr.; and White, Bonnie. The Office: Procedures and Technology (2nd ed.). Cincinnati, OH: South-Western Publishing Co. 1993.

BUSINESS AND COMPUTER TECHNOLOGY I
UNIT 2: OPERATING SYSTEMS **(8 days)**

Competencies and Suggested Objectives:

1. Demonstrate a basic understanding of computer operating systems. (Ongoing)
   a. Define and use terminology in applications.
   b. Start up system.
   c. Use common disk operating system procedures and/or file manager.
   d. Utilize basic Windows applications.

   Related Academic Topics (See Appendix A):
   C1, C3, C4, C5

   Workplace Skills (See Appendix B):
   WP2, WP4, WP5, WP6

Suggested Teaching Strategies:

1. *Demonstrate a basic understanding of computer operating systems.*
   a. *Discuss terminology and demonstrate when applicable. Students will perform related activities.*
   b. *Demonstrate proper start-up procedures and observe student performance.*
   c. *Have students perform common disk operating procedures and/or file manager to include format, diskcopy, scandsk, dir, del, ren, copy, type, MD, RD, CD, and edit.*
   d. *Define terminology related to a graphical user interface such as window screens, icons, title bar, menu bar, mouse, and mouse pointer. Use mouse techniques to pull down menus, select icons, and issue commands. Practice working with menus, menu bars, dialog boxes, and messages. Open, close, change the size and the location of windows, and move between applications. Utilize the Windows Help features. Start, close, and exit the Windows environment.*

Suggested Assessment Strategies:

1. *Demonstrate a basic understanding of computer operating systems.*
   a. *Written test or checklist on operating systems terminology.*
   b. *Observe students starting up system.*
   c. *Performance exercise related to common disk operating system procedures and/or file manager.*
   d. *Checklist and observation of student performance.*

Suggested References:

Bauer, Ron. Easy DOS It. Rochester, MI: Easy Way Press, Inc. 1988.

Bergerud, Marly; and Busche, Donald. Windows 3.1 Quick Start. Cincinnati, OH: South-Western Publishing Co. 1994.

Brown, Margaret. Learning DOS Vers. 5 & 6. New York, NY: Dictation Disk Co. 1993.

Brown, Margaret. Microsoft Windows 3.1: A Quick Study. DDC Publishing. 1993.

Dill, Raylene. A Quick Guide to DOS. Cincinnati, OH: South-Western Publishing Co. 1993.

Kansas Business Education Curriculum Handbook.

Learning to Use the DOS Commands. Southern Computer Systems, Inc./The H. M. Rowe Co. 1992. (Disk & Book)

Walkenbach, J. 1 2 3 for Windows for Dummies, Release 4. IDG Books Worldwide, Inc. 155 Bovet Road - Suite 310, San Mateo, CA 94402. 1993.

Software:

Microsoft Windows 3.1
MS DOS 5.0 or higher

BUSINESS AND COMPUTER TECHNOLOGY I
UNIT 3: KEYBOARDING **(20 days)**

Competencies and Suggested Objectives:

1. Perform basic keyboarding techniques.
   a. Using a timed writing, keyboard at 35 net words per minute. (Ongoing)
   Related Academic Topics (See Appendix A):
   C2, C3
   M1, M2
   Workplace Skills (See Appendix B):
   WP2, WP4

Suggested Teaching Strategies:

1. Perform basic keyboarding techniques.
   a. Administer timed writings.

Suggested Assessment Strategies:

1. Perform basic keyboarding techniques.
   a. Software generated timed writing reports.

Suggested References:

Kansas Business Education Curriculum Handbook.

Peters, Cortez. The Cortez Peters Championship Typing Drills (2nd ed.). New York: Gregg/McGraw-Hill. 1987.

Warner, S. Elvon. Micropace Plus (2nd ed.). Cincinnati, OH: South-Western Publishing Co. 1994.

Software:
Student Typist. LHR Associates, P.O. Box 851, Marietta, GA 30061, (404)424-1451.
Student Typist Checker. LHR Associates, P.O. Box 851, Marietta, GA 30061, (404)424-1451.
Micropace Plus
MicroTypewriter

BUSINESS AND COMPUTER TECHNOLOGY I
UNIT 4: WORD PROCESSING **(30 days)**

Competencies and Suggested Objectives:

1. Load, access, and utilize a word processing software package.
   a. Define terminology related to word processing.
   b. Produce mailable letters using full block, modified block, and simplified block letter styles.
   c. Prepare envelopes according to U.S. postal regulations.
   d. Produce a mailable memorandum.
   e. Produce a mailable table.
   f. Produce a mailable business report.
   g. Produce a file copy of a business document using reprographic equipment.

   Related Academic Topics (See Appendix A):
   C1, C2, C4
   M1, M7

   Workplace Skills (See Appendix B):
   WP2, WP3, WP4, WP5

Suggested Teaching Strategies:

1. *Load, access, and utilize a word processing software package.*
   a. Discuss terms related to word processing.
   b. Have students produce mailable letters to include: basic formatting features, block editing, spell check, thesaurus, and search and replace.
   c. Have students prepare mailable envelopes.
   d. Have students prepare a mailable memorandum.
   e. Have students prepare a mailable table.
   f. Have students prepare mailable business reports (top bound, left bound, and unbound).
   g. Have students prepare an acceptable photocopy.

Suggested Assessment Strategies:

1. *Load, access, and utilize a word processing software package.*
   a. Written test on word processing terminology.
   b. Performance based evaluation of letters.
   c. Performance based evaluation of envelopes.
   d. Performance based evaluation of memorandum.
   e. Performance based evaluation of table.
   f. Performance based evaluation of business reports.
   g. Performance based evaluation of photocopy.

Suggested References:

Anderson, Wynema and Golightly, Stacey. WordPerfect 6.0 DOS Applications for Reinforcement. Cincinnati, OH: South-Western Publishing Co. 1995.

Anderson, Wynema and Golightly, Stacey. WordPerfect 6.0 for Windows, Applications for Reinforcement. Cincinnati, OH: South-Western Publishing Co. 1995.

Blanc, Iris. Computer Applications for Business. New York: Dictation Disk Co. 1990.

Blanc, Iris. Learning WordPerfect 6.0 for IBM and Compatibles. New York: Dictation Disk Co.

Kansas Business Education Curriculum Handbook.

Nielsen, Brenda L. WordPerfect 6.0 for Windows. Florence, KY: Course Technology, Inc. 1994.

Software:

Student Applications in Word Processing. LHR Associates, P.O. Box 851, Marietta, GA 30061, (404)424-1451.
Word Processing Supervisor Software. S.E. Warner Software, Inc., 2225 E. Murray-Holladay Rd., Suite 103, Salt Lake City, UT 84117, (800) 722-5185.
Available wordprocessing package:
Word Perfect 5.1, 6.0, 6.1, or latest version
Microsoft Word

BUSINESS AND COMPUTER TECHNOLOGY I
UNIT 5: COMMUNICATIONS **(10 days)**

Competencies and Suggested Objectives:

1. Cultivate personal qualities for business and office occupations.
   a. Demonstrate human relation skills.

   Related Academic Topics (See Appendix A):
   C1, C2, C3, C4, C6

   Workplace Skills (See Appendix B):
   WP2, WP3, WP4, WP6
2. Plan and compose effective written communications.
   a. Determine the purpose of the communication and obtain the necessary information using manual and electronic references.
   b. Organize, plan, choose appropriate format, and print or display the message.

   Related Academic Topics (See Appendix A):
   C1, C2, C3, C4, C5

   Workplace Skills (See Appendix B):
   WP2, WP3, WP4, WP6
3. Demonstrate effective oral communications.
   a. Compare and contrast acceptable and unacceptable telephone techniques.
   b. Prepare and present an oral report using effective speaking techniques and using non-verbal communications effectively.

   Related Academic Topics (See Appendix A):
   C2, C3, C4, C5, C6

   Workplace Skills (See Appendix B):
   WP2, WP3, WP6

Suggested Teaching Strategies:

1. *Cultivate personal qualities for business and office occupations.*
   a. *Have student perform activities to determine their strengths and weaknesses. After a class discussion students will determine good grooming and personal hygiene habits acceptable in the business world. Have students describe the importance of personal qualities such as honesty, loyalty, punctuality, tact, etc. Have students relate these to professional relationships such as employer-employee, coworkers, and the public. Activities may include role play, posters, booklets, etc.*
2. *Plan and compose effective written communications.*
   a. *Have students determine purpose by analyzing audience and research information using manual and electronic references.*

   b. *Have students organize the information, choose the format, revise using proper grammar and punctuation, and print or display the message.*
3. *Demonstrate effective oral communications.*
   a. *Demonstrate acceptable and unacceptable telephone techniques. Activities may include role play, videotapes, and case studies.*
   b. *Have students select appropriate topics such as appearance/dress, positive self-image, sexual harassment, time management, company loyalty, etc. and prepare and present an oral report. Multimedia may be used for research.*

Suggested Assessment Strategies:

1. *Cultivate personal qualities for business and office occupations.*
   a. *Evaluate students' analysis of case studies.*
2. *Plan and compose effective written communications.*
   a. *Evaluate by using performance based checklist.*
   b. *Evaluate performance based activity on basis of grammar and format.*
3. *Demonstrate effective oral communications.*
   a. *Evaluate performance based activity such as self evaluation or peer evaluation.*
   b. *Evaluate by observation and teacher-created checklist.*

Suggested References:

Barrett, Charles; Kimbrell, Grady; and Odgers, Pattie. Office Skills for the 1990's: The Finishing Touch. Cincinnati, OH: South-Western Publishing Co. 1992.

Kansas Business Education Curriculum Handbook.

Oliverio, Mary Ellen; Pasewark, William R., Sr.; and White, Bonnie. The Office: Procedures and Technology (2nd ed.). Cincinnati, OH: South-Western Publishing Co. 1993.

Timm, Basics of Oral Communication: Skills for Career and Personal Growth, South-Western Publishing Co. 1995

Telephone Skills--Techniques for Customer Types. The School Co., P.O. Box 5379, Vancouver, WA 98668. Phone: (800) 543-0998. (Video)

Telephone Skills--Why They're Important. The School Co., P.O. Box 5379, Vancouver, WA 98668. Phone: (800) 543-0998. (Video)

Thank You for Calling. Cambridge Career Products, P.O. Box 2153, Charleston, WV 25328. Phone: (800) 468-4227. (Video)

Software:

Express Software. LHR Associates, P.O. Box 851 Marietta, GA 30061, (404)424-1451.
Multimedia
Microsoft Office
Lotus Smart Office
Perfect Office
Word processing software

BUSINESS AND COMPUTER TECHNOLOGY I
UNIT 6: ALPHABETICAL FILING SYSTEM **(5 days)**

Competencies and Suggested Objectives:

1. Manually prepare personal and business names for alphabetic filing.
   a. Index, sort, code, and file personal and business names.
   b. Define and demonstrate requisition, retrieval, charge-out, and follow-up procedures.

   Related Academic Topics (See Appendix A):
   C1, C2, C3, C4, C5
   M1

   Workplace Skills (See Appendix B):
   WP2, WP4, WP5, WP6

Suggested Teaching Strategies:

1. Manually prepare personal and business names for alphabetic filing.
   a. Discuss and demonstrate activities which include indexing, coding, sorting, and filing personal and business names. Include activities that require cross-referencing.
   b. Discuss terms such as requisition, retrieval, charge-out, and follow-up procedures. Complete activities which include these filing procedures.

Suggested Assessment Strategies:

1. Manually prepare personal and business names for alphabetic filing.
   a. Evaluate classroom activities to include objectives 1a and 1b.
   b. Prepare unit test.

Suggested References:

FILE-IT. Internal Training Services. 333 W. State St., Media, PA 19063.

Fosegan. Alphabetic Indexing Rules: Application by Computer, Third Edition. South-Western Publishing Co. 1996.

Fosegan-Ginn-Goodman. SIMPLIFILE, Fourth Edition. South-Western Publishing Co. 1995.

Fosegan, Ginn, and Goodman. Business Records Control, South-Western Publishing Co. 1995.

Kansas Business Education Curriculum Handbook.

Oliverio, Mary Ellen; Pasewerk, William R., Sr.; and White Bonnie. The Office: Procedures and Technology (2nd ed.). Cincinnati, OH: South-Western Publishing Co. 1993.

BUSINESS AND COMPUTER TECHNOLOGY I
UNIT 7: DATABASE MANAGEMENT **(15 days)**

Competencies and Suggested Objectives:

1. Construct a database and manipulate data.
   a. Define terminology related to database applications.
   b. Create a database.
   c. Generate reports.
   d. Generate mailing labels.

   Related Academic Topics (See Appendix A):
   C1, C2, C4, C5
   M1

   Workplace Skills (See Appendix B):
   WP2, WP4, WP5, WP6

Suggested Teaching Strategies:

1. *Construct a database and manipulate data.*
   a. *Discuss terms related to a database.*
   b. *Demonstrate to students procedures for creating a database. Have students create a database to include form design, input records, edit records, delete records, and add records.*
   c. *Demonstrate methods of producing reports and have students generate reports including search, sort, and basic calculations.*
   d. *Discuss and demonstrate correct procedures in preparing mailing labels and have students generate mailing labels.*

Suggested Assessment Strategies:

1. *Construct a database and manipulate data.*
   a. *Written test.*
   b. *Performance based activities.*
   c. *Performance based activities.*
   d. *Performance based activities.*

Suggested References:

Blanc, Iris. Computer Applications for Business. New York: Dictation Disk Co. 1990.

Blanc, Iris. Database Applications, and Exercise. New York: Dictation Disk Co. 1988.

Drum, William O. and Gorman, Loyce C. Database Applications (3rd ed.). Cincinnati, OH: South-Western Publishing Co. 1995.

Kansas Business Education Curriculum Handbook.

Stewart, McMinnis, and Melesco. 101 Database Exercises. Mission Hills, CA: Glencoe/McGraw-Hill. 1992.

Student Applications in Database, LHR Associates, P.O. Box 851, Marietta, GA 30061, (404)424-1451.

Software:

- DBASE IV
- Foxpro
- Paradox
- Access
- Microsoft Office
- Lotus Smart Office
- Perfect Office

BUSINESS AND COMPUTER TECHNOLOGY I
UNIT 8: FINANCIAL APPLICATIONS **(12 days)**

Competencies and Suggested Objectives:

1. Develop personal financial skills.
   a. Complete a deposit slip, prepare checks, record information in a check register, and reconcile a bank statement.
   b. Develop personal financial goals.

   Related Academic Topics (See Appendix A):
   C1, C2, C4, C5
   M1, M7

   Workplace Skills (See Appendix B):
   WP1, WP2, WP4, WP6
2. Develop business financial skills.
   a. Perform basic financial applications using the ten key touch method.
   b. Using prepared invoices and purchase orders, calculate percentages and discounts.

   Related Academic Topics (See Appendix A):
   C1, C2, C4, C5
   M1, M7

   Workplace Skills (See Appendix B):
   WP1,WP2,WP4, WP6

Suggested Teaching Strategies:

1. *Develop personal financial skills.*
   a. Demonstrate the correct procedures for preparing deposit slips, checks, and check register, and for reconciling a bank statement.
   b. Discuss personal budgets and how they relate to personal finance. Students will create a personal budget to include savings and keeping an expense account. Discuss debits and credits.
2. *Develop business financial skills.*
   a. Demonstrate proper techniques in operating a ten-key numberpad when performing basic financial applications.
   b. Demonstrate steps in calculating percentages and discounts using prepared invoices and purchase orders.

Suggested Assessment Strategies:

1. *Develop personal financial skills.*
   a. Use performance based test.
   b. Use a rubric to indicate if skills have been mastered.

2. *Develop business financial skills.*
   a. *Observe students as they perform on a ten-key numberpad. Use checklist.*
   b. *Test on computations.*

Suggested References:

Cooperative Extension System. Financial Planning Program. National Endowment for Financial Education, 4695 South Monaco Street, Denver, CO 80237-3403. (303) 220-1200.

Entering the World of Work - Managing Finances. Bergwall Productions, Inc. 540 Baltimore Pike, Chadds Ford, PA 19317. Phone: (800) 645-3565. (Video)

Kansas Business Education Curriculum Handbook.

Micro-Ledger Software. S.E. Warner Software, Inc., 2225 E. Murray-Holladay Road, Suite 103, Salt Lake City, UT 84117, (800)722-5185.

Muncaster, Barbara and Prescott, Susan L. Computer Calculator. Cincinnati, OH: South-Western Publishing Co. 1994.

Student Calculator Software. LHR Associates, P.O. Box 851, Marietta. GA 30061, (404)424-1451.

BUSINESS AND COMPUTER TECHNOLOGY I
UNIT 9: SPREADSHEET APPLICATIONS (20 days)

Competencies and Suggested Objectives:

1. Demonstrate a basic understanding of spreadsheet applications.
   a. Define terminology relating to spreadsheet applications.
   b. Prepare an appropriate template and insert given data.
   c. Solve problems using basic mathematical concepts.
   d. Create graphs.

   Related Academic Topics (See Appendix A):
   C1, C2, C4, C5
   M1, M7

   Workplace Skills (See Appendix B):
   WP1, WP2, WP4, WP6

Suggested Teaching Strategies:

1. Demonstrate a basic understanding of spreadsheet applications.
   a. Discuss terms related to spreadsheet applications.
   b. Demonstrate steps in preparing a template and inserting data. Have students prepare template and insert data to include format, cell values and labels, edit features, and built-in function/formulas.
   c. Have students create spreadsheets to include formulas (min, max, count, total/sum, avg), formatting features, edit features, and print features (landscape, portrait, margins, headers, footers).
   d. Discuss and demonstrate graphs to include bar, line, and pie. Have students generate reports including these graphs.

Suggested Assessment Strategies:

1. Demonstrate a basic understanding of spreadsheet applications.
   a. Administer written test.
   b. Using template diskette, evaluate the inputting of data.
   c. Evaluate formula output and spreadsheet input.
   d. Evaluate graphic output.

Suggested References:

Blanc, Iris. Computer Applications for Business. New York: Dictation Disk Co. 1990.

Blanc, Iris. Spreadsheet Applications and Exercise. New York: Dictation Disk Co. 1993.

Brooks, Lloyd. 101 Spreadsheet Exercises. Weslerville, OH: Glencoe/MacMillan/McGraw-Hill.

Close, Kenneth S. Spreadsheet Applications in Practice (2nd ed.). Cincinnati, OH: South-Western Publishing Co. 1994.

Groneman, Nancy J. Lotus 1-2-3 for Windows, Release 4 and 5, Tutorial and Applications. Cincinnati, OH: South-Western Publishing Co. 1995.

Kansas Business Education Handbook.

Student Applications in Spreadsheets. LHR Associates, P.O. Box 851, Marietta, GA 30061. (404)424-1451.

Software:

- Lotus 1-2-3
- Quattro Pro
- Excel
- Microsoft Office
- Lotus Smart Office
- Perfect Office

BUSINESS AND COMPUTER TECHNOLOGY I
UNIT 10: TELECOMMUNICATIONS **(8 days)**

Competencies and Suggested Objectives:

1. Demonstrate a basic understanding of telecommunications.
   a. Identify and describe the terms and components of telecommunications.
   b. Access an on-line information source.

   Related Academic Topics (See Appendix A):
   C1, C2 ,C3, C4, C5
   M1

   Workplace Skills (See Appendix B):
   WP2, WP4, WP5, WP6

Suggested Teaching Strategies:

1. *Demonstrate a basic understanding of telecommunications.*
   a. *Discuss terms and components of telecommunications to include facsimile machine, topology, teleconferencing, video conferencing, electronic mail, cellular telephone networking, electronic funds transfer, bulletin board, modem, voice mail, and baud rate. Have students research a chosen topic and report to class.*
   b. *Have students access and explore an on-line information source (examples: BBS, CD-Rom, Internet). Simulation may be used or field trip such as regional libraries.*

Suggested Assessment Strategies:

1. *Demonstrate a basic understanding of telecommunications.*
   a. *Evaluation to include written test or teacher evaluation of performance activities.*
   b. *Teacher observation - may include development of rubric.*

Suggested References:

Barrett, Charles; Kimbrell, Grady; and Odgers, Pattie. Office Skills for the 1990's: The Finishing Touch. Cincinnati, OH: South-Western Publishing Co. 1992.

Clark, Klooster, and Allen, Technology for Productivity and Decision, South-Western, 1996.

Cubbler, Charlotte; Olivo, John J.; and Scrogan, Len. Telecommunications: Concepts and Applications. Cincinnati, OH: South-Western Publishing Co. 1992.

Kansas Business Education Curriculum Handbook.

Oliverio, Mary Ellen; Pasewark,William R., Sr.; and White, Bonnie. The Office: Procedures and Technology (2nd ed.). Cincinnati, OH: South-Western Publishing Co. 1993.

Software:

Abramson, Learning with Linkway, South-Western, 1995.

BUSINESS AND COMPUTER TECHNOLOGY I
UNIT 11: DESKTOP PUBLISHING **(12 days)**

Competencies and Suggested Objectives:

1. Demonstrate a basic understanding of desktop publishing applications.
   a. Define terminology relating to desktop publishing.
   b. Apply principles of document design.

   Related Academic Topics (See Appendix A):
   C1, C2, C3, C4, C5
   M1

   Workplace Skills (See Appendix B):
   WP2, WP4, WP5, WP6

Suggested Teaching Strategies:

1. *Demonstrate a basic understanding of desktop publishing applications.*
   a. *Discuss and display materials related to terminology.*
   b. *Demonstrate procedures used in document design. Have students use typefaces, styles, clip art, and editing features (move, crop, size, insert, delete) to prepare flyers, letterheads, etc., and produce hard copy.*

Suggested Assessment Strategies:

1. *Demonstrate a basic understanding of desktop publishing applications.*
   a. *Administer written test.*
   b. *Evaluate documents with checksheet.*

Suggested References:

Arntson, L. Joyce and Nordquist, Carol. Concepts and Applications for the Desktop Publisher: A Brief Course. Cincinnati, OH: South-Western Publishing Co. 1994.

Barefield, Sandra L. Desktop Publishing in the Bag. Cincinnati, OH. South-Western Publishing Co. 1991.

Blanc, Iris. Computer Applications for Business. New York: Dictation Disk Co. 1990.

Gehris, Using Word Perfect for Windows for Desktop Publishing, Version 6.0, South-Western, 1995.

Kansas Business Education Curriculum Handbook.

Pasewark, William R., Sr.; Willis, Jerry; and Pasewark, William R., Jr. PRS: First Publisher Tutorial and Applications. Cincinnati, OH: South-Western Publishing Co. 1993.

Software:

- Microsoft Publisher
- PageMaker
- Express Publisher
- WordPerfect 6.0
- Print Shop Deluxe
- Clip Art packages such as Paradise
- Microsoft Office
- Lotus Smart Office
- Perfect Office

BUSINESS AND COMPUTER TECHNOLOGY I
UNIT 12: JOB APPLICATION PROCESS **(10 days)**

Competencies and Suggested Objectives:

1. Develop personal and professional skills necessary for securing and maintaining employment. (Ongoing)
   a. Prepare an acceptable resume, letter of application, job application form, follow-up letter, and letter of resignation.
   b. Compare and contrast acceptable and unacceptable business attire.
   c. Demonstrate proper business etiquette.
   d. Conduct himself/herself appropriately on a personal job interview.

   Related Academic Topics (See Appendix A):
   C1, C2, C3, C5, C6
   M1

   Workplace Skills (See Appendix B):
   WP2, WP3, WP4, WP5, WP6

Suggested Teaching Strategies:

1. *Develop personal and professional skills necessary for securing and maintaining employment.*
   a. *Discuss components of an acceptable resume, content of a letter of application, follow-up letter, letter of resignation, and job application. Have student complete an acceptable resume, letter of application, follow-up letter, letter of resignation, and job application.*
   b. *Discuss and display acceptable and unacceptable business attire. Have students complete activities that compare and contrast, such as a poster, booklet, role play, mobile, bulletin board, etc.*
   c. *Discuss proper business etiquette (proper introduction, proper handshake, proper table etiquette, proper posture). Have students role play given situations; teacher will video and students will analyze the performance.*
   d. *Discuss and demonstrate appropriate job interview skills. Have students role play, as teacher videos. Have students participate in an actual job interview.*

Suggested Assessment Strategies:

1. *Develop personal and professional skills necessary for securing and maintaining employment.*
   a. *Use teacher evaluation.*
   b. *Prepare checklist.*

c. *Utilize teacher observation and/or peer checklist.*
d. *Have interviewer use rating sheet.*

Suggested References:

Barrett, Charles; Kimbrell, Grady; and Odgers, Pattie. Office Skills for the 1990's: The Finishing Touch. Cincinnati, OH: South-Western Publishing Co. 1992.

Hill, Irma. Interviewing Successfully for a Job. Cincinnati, OH: South-Western Publishing Co. (Video)

How to Drive Co-Workers Crazy. The School Company, P.O. Box 5379, Vancouver, WA 98668. Phone: (800) 543-0998. (Video)

Kansas Business Education Curriculum Handbook.

Mississippi Department of Employment.

National Guard Information.

Oliverio, Mary Ellen; Pasewark, William R., Sr.; and White, Bonnie. The Office: Procedures and Technology (2nd ed.). Cincinnati, OH: South-Western Publishing Co. 1993.

Zedlitz, Robert H. Getting a Job, Process Kit (3rd ed.). Cincinnati, OH: South-Western Publishing Co. 1993.

BUSINESS AND COMPUTER TECHNOLOGY I
UNIT 13: APPLIED BUSINESS AND COMPUTER TECHNOLOGY I (15 days)

Competencies and Suggested Objectives:

1. Demonstrate job-specific skills introduced during the year by completing a teacher-approved project requiring intergration of learned skills.
   Related Academic Topics (See Appendix A):
   C1, C2, C4, C5, C6
   M1,M7
   Workplace Skills (See Appendix B):
   WP2, WP3, WP4, WP5, WP6

Suggested Teaching Strategies:

1. *Demonstrate job-specific skills introduced during the year by completing a teacher-approved project.*
   a. *Teacher will approve assigned projects. Have students apply skills for completion of project.*

Suggested Assessment Strategies:

1. *Demonstrate job-specific skills introduced during the year by completing a teacher-approved project.*
   a. *Use performance based evaluation.*

Suggested References:

Commercially prepared practice sets, commercially prepared simulations, teacher approved/prepared projects for civic organizations, school activities, FBLA activities, a new business including research, and OJT.

Kansas Business Education Curriculum Handbook.

Entrepreneurs for the Future. The School Company, P.O. Box 5379, Vancouver, WA 98668. Phone: (800) 543-0998. (Video)

August 1, 1995

BUSINESS AND COMPUTER TECHNOLOGY II

BUSINESS AND COMPUTER TECHNOLOGY II
UNIT 1: SAFETY **(2 days)**

Competencies and Suggested Objectives:

1. Review and reinforce safety procedures.
   a. Comply with correct safety procedures.
   Related Academic Topics (See Appendix A):
   C1, C2, C3, C5, C6
   S8
   Workplace Skills (See Appendix B):
   WP2, WP6

Suggested Teaching Strategies:

1. Review and reinforce safety procedures.
   a. Review classroom safety procedures and school safety activities.

Suggested Assessment Strategies:

1. Review and reinforce safety procedures.
   a. Prepare written test.

Suggested References:

Kansas Business Education Curriculum Handbook.

Local School Safety Manual.

Oliverio, Mary Ellen; Pasewark, William R., Sr.; and White, Bonnie. The Office: Procedures and Technology (2nd ed.). Cincinnati, OH: South-Western Publishing Co. 1993.

Safety Orientation in the Office. Long Island Productions, 6787 Snowden Avenue, El Cerrito, CA 94530. Phone: (800) 666-5215. (Video)

BUSINESS AND COMPUTER TECHNOLOGY II
UNIT 2: DISK MANAGEMENT (15 days)

Competencies and Suggested Objectives:

1. Apply disk and file management skills.
   a. Define terms relating to disk management.
   b. Describe the procedure for formatting a hard disk.
   c. Back up and restore files (hard drive, directory, subdirectory, or individual files).
   d. Perform disk and file management tasks.
   e. Use Windows application features.

   Related Academic Topics (See Appendix A):
   C1, C2, C3, C5

   Workplace Skills (See Appendix B):
   WP2, WP4, WP5, WP6

Suggested Teaching Strategies:

1. *Apply disk and file management skills.*
   a. *Discuss and demonstrate, when necessary, terms related to disk management, including disk density, disk selection, autoexec.bat file, tree, path, prompt, edit, back-up/restore, batch files, and viruses.*
   b. *Demonstrate through simulation the procedure for formatting a hard drive.*
   c. *Demonstrate backing and restoring procedures. Have students perform backing and restoring procedures using directory, subdirectory, or individual files.*
   d. *Have students perform file management tasks such as autoexec.bat file, path, tree, edit, and copy con. Introduce students to viruses. Have students scan hard drives and disks to identify viruses and clean disk(s). Discuss software piracy and ethical considerations.*
   e. *Teacher will discuss and demonstrate Windows applications features to include customize environment, add/delete icons, accessories group, and program items such as Print Manager, File Manager, and MS-DOS prompt. Classroom activity should include a demonstration of installing and removing software package.*

Suggested Assessment Strategies:

1. *Apply disk and file management skills.*
   a. *Performance based (print screen as students complete activities).*
   b. *Written test or performance test.*
   c. *Performance based.*

d. Performance based.
e. Teacher observation.

Suggested References:

Bauer, Ron. Easy DOS It. Rochester, MI: Easy Way Press, Inc. 1988.

Bergerud, Marly, and Busche, Donald. Windows 3.1 Quick Start. Cincinnati, OH: South-Western Publishing Co. 1994.

Brown, Margaret. Learning DOS Vers. 5 & 6. New York, NY: Dictation Disk Co. 1993.

Brown, Margaret. Microsoft Windows 3.1 A Quick Study. New York, NY: Dictation Disk Co., 1993.

Dill, Raylene. A Quick Guide to DOS. Cincinnati, OH: South-Western Publishing Co. 1993.

Kansas Business Education Curriculum Handbook.

Learning to Use the DOS Commands. Southern Computer Systems, Inc./The H. M. Rowe Co. 1992. (Disk & Book)

Parsons and Halvorson. Microsoft Windows 3.1 and DOS. Florence, KY: Course Technology, Inc. 1994.

Software:
Microsoft Windows 3.1
MS DOS 5.0 or higher

BUSINESS AND COMPUTER TECHNOLOGY II
UNIT 3: KEYBOARDING (15 days)

Competencies and Suggested Objectives:

1. Perform keyboarding techniques.
   a. Using timed writing, keyboard at 40 net words per minute. (Ongoing)

   Related Academic Topics (See Appendix A):
   C2, C3, C6
   M1

   Workplace Skills (See Appendix B):
   WP2, WP6

Suggested Teaching Strategies:

1. Perform keyboarding techniques.
   a. Administer timed writings.

Suggested Assessment Strategies:

1. Perform keyboarding techniques.
   a. Use software generated timed writing reports.

Suggested References:

Kansas Business Education Curriculum Handbook.

Peters, Cortez. The Cortez Peters Championship Typing Drills (2nd ed.). New York: Gregg/McGraw-Hill. 1987.

Warner, S. Elvon. Micropace Plus (2nd ed.). Cincinnati, OH: South-Western Publishing Co. 1994.

Software:
Student Typist, LHR Associates, P.O. Box 851, Marietta, GA 30061, (404)424-1451.
Student Typist Checker, LHR Associates, P.O. Box 851, Marietta, GA 30061, (404)424-1451.
Micropace Plus
MicroTypewriter

BUSINESS AND COMPUTER TECHNOLOGY II
UNIT 4: ADVANCED WORD PROCESSING **(25 days)**

Competencies and Suggested Objectives:

1. Utilize a word processing software package.
   a. Produce mailable documents utilizing software package formatting features.
   b. Utilize merge features.
   c. Produce documents from a specialized area.

   Related Academic Topics (See Appendix A):
   C1, C2, C3

   Workplace Skills (See Appendix B):
   WP2, WP6

Suggested Teaching Strategies:

1. *Utilize a word processing software package.*
   a. *Have students produce mailable documents to include: headers, footers, endnotes, footnotes, multiple page documents, text enhancement features, sort, tables, macros, outline, grammar checkers, etc.*
   b. *Discuss and demonstrate merge feature terminology. Have students prepare documents to be merged, perform merge, and produce hard copy including envelop/mailing labels.*
   c. *Have students prepare documents from a specialized area such as legal, medical, etc.*

Suggested Assessment Strategies:

1. *Utilize a word processing software package.*
   a. *Performance based.*
   b. *Performance based.*
   c. *Performance based.*

Suggested References:

Anderson, Wynema and Golightly, Stacey. Word Perfect 6.0 DOS Applications for Reinforcement. Cincinnati, OH: South-Western Publishing Co. 1995.

Anderson, Wynema and Golightly, Stacey. Word Perfect 6.0 DOS for Windows, Applications for Reinforcement. Cincinnati, OH: South-Western Publishing Co. 1995

Barrett, Charles; Kimbrell, Grady; and Odgers, Pattie. Office Skills for the 1990's: the Finishing Touch. Cincinnati, OH: South-Western Publishing Co. 1992.

Blanc, Iris. Learning WordPerfect 6.0 for IBM and Compatibles. New York: Dictation Disk Co.

Humphrey, Doris. The Medical Secretary, Pediatric Associates: An Office Job Simulation (2nd ed.). Cincinnati, OH: South-Western Publishing Co. 1988.

Kansas Business Education Handbook.

McIntosh, Harriett and Welter, Clyde W. The Legal Secretary: Fernandez, Payne & Webster (3rd ed.). Cincinnati, OH: South-Western Publishing Co. 1991.

Nielsen, Brenda L. WordPerfect 6.0 for Windows. Florence, KY: Course Technology, Inc. 1994.

Software:

Student Applications in Word Processing. LHR Associates, P.O. Box 851, Marietta, GA 30061, (404)424-1451.

Word Processing Supervisor Software. S.E. Warner Software, Inc., 2225 E. Murray-Holladay Rd., Suite 103, Salt Lake City, UT 84117, (800) 722-5185.

Available wordprocessing package:

Word Perfect 5.1, 6.0, 6.1, or latest version

Microsoft Word

BUSINESS AND COMPUTER TECHNOLOGY II
UNIT 5: ADVANCED COMMUNICATIONS **(10 days)**

Competencies and Suggested Objectives:

1. Use communications and time management principles to manage personal productivity.
   a. Apply strategies for decision making and problem solving activities.
   b. Using a multimedia software package, prepare a report that relates to personal productivity and/or business issues/problems.

   Related Academic Topics (See Appendix A):
   C1, C2, C3, C4, C5, C6
   M1, M7

   Workplace Skills (See Appendix B):
   WP1, WP2, WP3, WP4, WP5, WP6

Suggested Teaching Strategies:

1. *Use communications and time management principles to manage personal productivity.*
   a. *Discuss steps in decision making and problem solving. Have students participate in activities to demonstrate the use of these skills. Activities may include group oral presentations, classroom activities such as classroom management, group work for posters, and group work flow activities. Activities could include creating time logs, calendars, checklists, charts, problem analysis, analysis of principles of effective personal time management, and analysis of steps in decision making.*
   b. *Discuss and demonstrate multimedia components. Have students prepare in groups a multimedia report to include items such as overhead projector, video, multimedia software, sound, collage charts, and graphs. Topics should relate to time management, productivity, multimedia components, career search, or current business issues or problems. Presentations will be videos for evaluation purposes.*

Suggested Assessment Strategies:

1. *Use communications and time management principles to manage personal productivity.*
   a. *Use peer evaluation, teacher observation and teacher created check sheet. Evaluation could be peer evaluation within the group.*
   b. *Videos will be critiqued using rating sheets.*

Suggested References:

Barrett, Charles. Office Skills for the 1990s: The Finishing Touch. St. Paul: West Publishing Company. 1992.

Compel Software. EduQuest. P.O. Box 5199, Tallahassee, FL 32314.

Encyclopedia on CD-ROM.

Kansas Business Education Curriculum Handbook.

Professional Secretaries International Handbook.

Timm. Basics of Oral Communication: Skills for Career and Personal Growth. South-Western Publishing Co. 1995.

VanHuss, Susie H. Electronic Office Systems. Cincinnati, OH: South-Western Publishing Company. 1992.

Software:

Express Software. LHR Associates, P.O. Box 851, Marietta, GA 30061, (404)424-1451.
Multimedia
Microsoft Office
Lotus Smart Office
Perfect Office
Word processing software

BUSINESS AND COMPUTER TECHNOLOGY II
UNIT 6: RECORDS MANAGEMENT **(10 days)**

Competencies and Suggested Objectives:

1. Examine different records management systems.
   a. Compare and contrast records management systems.
   Related Academic Topics (See Appendix A):
   C1, C2, C3, C5
   M1, M7
   Workplace Skills (See Appendix B):
   WP2, WP5, WP6

Suggested Teaching Strategies:

1. Examine different classification systems.
   a. Discuss, demonstrate, and utilize records management systems (numeric, geographic, chronological, color coding, and automated/electronic).

Suggested Assessment Strategies:

1. Examine different classification systems.
   a. Performance based or written test.

Suggested References:

Fosegan, Joseph S.; Ginn, Mary Lea; and Goodman, David G. Business Records Control (7th ed.). Cincinnati, OH: South-Western Publishing Co. 1995.

Fosegan-Ginn-Goodman. SIMPLIFILE, Fourth Edition. South-Western Publishing Co. 1995.

Fosegan. Alphabetic Indexing Rules: Application by Computer, Third Edition. South-Western Publishing Co. 1996.

Gregg Quick Filing Practice. Glencoe/McGraw-Hill, Box 508, Columbus, OH 43216, (800)334-7344.

Kansas Business Education Curriculum Handbook.

Oliverio, Mary Ellen; Pasewark, William R., Sr.; and White, Bonnie. The Office: Procedures and Technology (2nd ed.). Cincinnati, OH: South-Western Publishing Co. 1993.

BUSINESS AND COMPUTER TECHNOLOGY II
UNIT 7: ADVANCED DATABASE MANAGEMENT (20 days)

Competencies and Suggested Objectives:

1. Construct a database project and manipulate data.
   a. Create a database.
   b. Generate reports using statistical database functions.
   c. Integrate database applications with other software capabilities.

   Related Academic Topics (See Appendix A):
   C1, C2, C4, C5
   M1

   Workplace Skills (See Appendix B):
   WP2, WP4, WP5, WP6

Suggested Teaching Strategies:

1. *Construct a database project and manipulate data.*
   a. *Have students create a database, input records, update database, and design and custom screen format.*
   b. *Have students generate reports using derived columns, query, and sort. Reports should include edit features such as main headings and two line column headings.*
   c. *Have students integrate database applications by combining two or more databases. Have students integrate a database application with a word processing application.*

Suggested Assessment Strategies:

1. *Construct a database project and manipulate data.*
   a. *Performance based.*
   b. *Performance based.*
   c. *Performance based.*

Suggested References:

Blanc, Iris. Computer Applications for Business. New York: Dictation Disk Co. 1990.

Blanc, Iris. Database Applications, and Exercise. New York: Dictation Disk Co. 1988.

Drum, William O. and Gorman, Loyce C. Database Applications (3rd ed.). Cincinnati, OH: South-Western Publishing Co. 1995.

Groneman, Nancy J. and Jaderstrom, Susan M. Computer Applications. Cincinnati, OH: South-Western Publishing Co. 1994.

Kansas Business Education Handbook.

Popyk, Marilyn and Maddalena, Rosalie. Humanagement: Activities for Word Processing, Database, Spreadsheet, Graphing, and Desktop Publishing. Cincinnati, OH: South-Western Publishing Co. 1993.

Student Applications in Database, LHR Associates, P.O. Box 851, Marietta, GA 30061. (404)424-1451.

Software:

- DBASE IV
- Foxpro
- Paradox
- Access
- Microsoft Office
- Lotus Smart Office
- Perfect Office

Stewart, McMinnis, and Melesco. 101 Database Exercises. Mission Hills, CA: Glencoe/McGraw-Hill. 1992.

BUSINESS AND COMPUTER TECHNOLOGY II
UNIT 8: ADVANCED SPREADSHEET APPLICATIONS (25 days)

Competencies and Suggested Objectives:

1. Work efficiently with spreadsheet files.
   a. Utilize "what if" formulas.
   b. Utilize relative, mixed, and absolute formulas.
   c. Demonstrate linking and exporting files.
   d. Utilize software package formatting features.
   e. Utilize enhanced graphic features of software.

   Related Academic Topics (See Appendix A):
   C1, C2, C3, C4, C5
   M1, M7

   Workplace Skills (See Appendix B):
   WP2, WP4, WP5, WP6

Suggested Teaching Strategies:

1. *Work efficiently with spreadsheet files.*
   a. *Discuss and demonstrate activities using "what if" formulas. Have students complete spreadsheets that include "what if" formulas.*
   b. *Discuss and demonstrate relative, mixed, and absolute formulas. Have students complete spreadsheets that include relative and absolute formulas.*
   c. *Discuss and demonstrate linking and exporting files. Have students perform linking and exporting files. Suggestions: stats for sporting events, grades, fund raising records.*
   d. *Discuss and demonstrate software package features such as font and sizes, macros, split screens windows, query/extract, titles and borders. Have students complete spreadsheets using these features.*
   e. *Have students utilize enhanced graphic features such as stacked bar graphs, 3D graphs, and exploded pie charts.*

Suggested Assessment Strategies:

1. *Work efficiently with spreadsheet files.*
   a. *Performance based written test.*
   b. *Performance based written test.*
   c. *Performance based written test.*
   d. *Performance based written test.*
   e. *Performance based written test.*

Suggested References:

Anderson, Wynema and Golightly, Stacey. Using Lotus 1-2-3: Applications for Reinforcement. Cincinnati, OH: South-Western Publishing Co. 1995.

Blanc, Iris. Computer Applications for Business. New York: Dictation Disk Co. 1990.

Blanc, Iris. Spreadsheet Applications and Exercise. New York: Dictation Disk Co. 1983.

Cooperative Extension System. Financial Planning Program. National Endowment for Financial Education, 4695 South Monaco Street, Denver, CO 80237-3403. (303) 220-1200. (FREE)

Kansas Business Education Curriculum Handbook.

Muncaster, Barbara and Prescott, Susan L. Computer Calculator. Cincinnati, OH: South-Western Publishing Co. 1994.

Student Applications in Spreadsheets. LHR Associates, P.O. Box 851, Marietta, GA 30061. (404)424-1451.

Software:

- Lotus 1-2-3
- Quatro Pro
- Excel
- Microsoft Office
- Lotus Smart Office
- Perfect Office

BUSINESS AND COMPUTER TECHNOLOGY II
UNIT 9: ADVANCED FINANCIAL APPLICATIONS (10 days)

Competencies and Suggested Objectives:

1. Demonstrate financial planning process and methods of money management.
   a. Manage a checking account.
   b. Demonstrate an understanding of efficient money management.
   c. Discuss the various types of insurance.

   Related Academic Topics (See Appendix A):
   C1, C2, C3, C5
   M1, M7

   Workplace Skills (See Appendix B):
   WP1, WP2, WP5, WP6

Suggested Teaching Strategies:

1. Demonstrate financial planning process and methods of money management.
   a. Review and demonstrate the correct procedures for preparing deposit slips, checks, check register, and for reconciling a bank statement.
   b. Discuss and demonstrate budgets, credit applications, savings accounts, W-4 forms, W-2 forms, and federal income tax forms. Students will complete budgets (using spreadsheet application), credit applications, W-4 forms, W-2 forms, and federal income tax forms.
   c. Discuss the various types of insurance. Have students identify insurances that would relate to their personal and financial situations to include automobile, life, house, etc.

Suggested Assessment Strategies:

1. Demonstrate financial planning process and methods of money management.
   a. Performance based.
   b. Performance based.
   c. Written test.

Suggested References:

Blanc, Iris. Computer Applications for Business. New York: Dictation Disk Company. 1990.

Blanc, Iris. Spreadsheet Applications and Exercise. New York: D :tation Disk Co. 1990.

Brooks, Lloyd. 101 Spreadsheet Exercises. Weslerville, OH: Glencoe/Macmillan/McGraw-Hill.

Cooperative Extension System. Financial Planning Program. National Endowment for Financial Education. 4695 South Monaco Street, Denver, CO 80237-34-3. Phone: (303) 220-1200. (Free)

Guest Speakers

Kansas Business Education Curriculum Handbook.

Software:

Micro-Ledger Software. S.E. Warner Software, Inc., 2225 E. Murray-Holladay Road, Suite 103, Salt Lake City, UT 84117. (800)722-5185.
Student Calculator Software. LHR Associates, P.O. Box 851, Marietta, GA 30061, (404)424-1451.

BUSINESS AND COMPUTER TECHNOLOGY II
UNIT 10: AUTOMATED ACCOUNTING (20 days)

Competencies and Suggested Objectives:

1. Demonstrate an understanding of accounting procedures.
   a. Define terminology relating to accounting principles.
   b. Prepare journals, ledgers, financial statements, and other accounting data to complete an accounting cycle for business.
   c. Complete an accounting cycle using a computer.
   d. Complete a payroll problem.

   Related Academic Topics (See Appendix A):
   C1, C2, C3, C5
   M1, M7

   Workplace Skills (See Appendix B):
   WP1, WP2, WP5, WP6

Suggested Teaching Strategies:

1. *Demonstrate an understanding of accounting procedures.*
   a. *Discuss terms related to accounting principles.*
   b. *Discuss and demonstrate preparation of journals, ledgers, financial statements, and other accounting data to complete an accounting cycle for business. Have students complete the financial forms in an accounting cycle.*
   c. *Discuss and demonstrate using automated accounting software. Have students complete an accounting cycle using the computer.*
   d. *Discuss terminology and demonstrate completion of a payroll problem. Have students complete a payroll problem using spreadsheet or accounting software.*

Suggested Assessment Strategies:

1. *Demonstrate an understanding of accounting procedures.*
   a. *Written test.*
   b. *Performance based.*
   c. *Performance based.*
   d. *Written test and performance based.*

Suggested References:

Allen, Warren W. and Klooster, Dale H. Automated Accounting 6.0. Cincinnati, OH: South-Western Publishing Co. 1994. (Textbook and Software)

Kansas Business Education Curriculum Handbook.

PC Ledger Software. (Share ware)

Ross, Kenton E.; Hanson, Robert; Gilbertson, Claudia; Lehman, Mark; and Swanson, Robert M. Century 21 Accounting: First-Year Course (6th ed.). Cincinnati, OH: South-Western Publishing Co. 1995.

BUSINESS AND COMPUTER TECHNOLOGY II
UNIT 11: ADVANCED TELECOMMUNICATIONS (8 days)

Competencies and Suggested Objectives:

1. Perform a wide range of telecommunication activities.
   a. Send/receive or view communications using various telecommunication components.

   Related Academic Topics (See Appendix A):
   C1, C2, C4, C5

   Workplace Skills (See Appendix B):
   WP2, WP6

Suggested Teaching Strategies:

1. Perform a wide range of telecommunication activities.
   a. Review and discuss telecommunication terms. Have students send, receive, view, or simulate the use of telecommunication components. Students may be assigned activities using components such as modems, facsimile machines, bulletin boards, and networks, etc.

Suggested Assessment Strategies:

1. Perform a wide range of telecommunication activities.
   a. Performance based/written test.

Suggested References:

Barrett, Charles; Kimbrell, Grady; and Odgers, Pattie. Office Skills for the 1990's: The Finishing Touch. Cincinnati, OH: Southwest Publishing Co. 1992.

Clark, Klooster, and Allen. Technology for Productivity and Decision. South-Western Publishing Co. 1996.

Cubbler, Charlotte; Olivo, John J.; and Scrogan, Len. Telecommunications: Concepts and Applications. Cincinnati, OH: South-Western Publishing Co. 1992.

Kansas Business Education Curriculum Handbook.

Oliverio, Mary Ellen; Pasewark, William R., Sr.; and White, Bonnie. The Office: Procedures and Technology (2nd ed.). Cincinnati, OH: South-Western Publishing Co. 1993.

Software:

Abramson, Learning with Linkway, South-Western, 1995.

BUSINESS AND COMPUTER TECHNOLOGY II
UNIT 12: ADVANCED DESKTOP PUBLISHING (10 days)

Competencies and Suggested Objectives:

1. Demonstrate an understanding of the desktop publishing process.
   a. Create attractive documents using desktop publishing.
   b. Create and use templates.
   c. Import text and clip art.

   Related Academic Topics (See Appendix A):
   C1, C2, C4, C5
   M1

   Workplace Skills (See Appendix B):
   WP2, WP5, WP6

Suggested Teaching Strategies:

1. Demonstrate an understanding of the desktop publishing process.
   a. Discuss and display desktop features including planning setup, multi- page documents, brochures, and columns. Have students create documents using these features.
   b. Discuss templates. Have students create and use templates for desktop publishing, such as newspaper setup, flyer templates, and letterhead.
   c. Discuss and demonstrate importing text, scanning, and importing available clip art. Have students prepare documents that include imported text, clip art, or scanned materials.

Suggested Assessment Strategies:

1. Demonstrate an understanding of the desktop publishing process.
   a. Performance based checksheet.
   b. Performance based checksheet.
   c. Performance based checksheet.

Suggested References:

Arntson, L. Joyce and Nordquist, Carol. Concepts and Applications for the Desktop Publisher: A Brief Course. Cincinnati, OH: South-Western Publishing Co. 1994.

Barefield, Sandra L. Desktop Publishing in the Bag. Cincinnati, OH. South-Western Publishing Co. 1991.

Blanc, Iris. Computer Applications for Business. New York: Dictation Disk Co. 1990.

Gehris. Using Word Perfect for Windows for Desktop Publishing, Version 6.0, South-Western Publishing Co. 1995.

Kansas Business Education Curriculum Handbook.

Pasewark, William R., Sr.; Willis, Jerry; and Pasewark, William R., Jr. PRS: First Publisher Tutorial and Applications. Cincinnati, OH: South-Western Publishing Co. 1993.

Software:

- Microsoft Publisher
- PageMaker
- Express Publisher
- WordPerfect 6.0
- Print Shop Deluxe
- Clip Art packages such as Paradise
- Microsoft Office
- Lotus Smart Office
- Perfect Office
- Power Point
- Corel
- Harvard Graphics
- First Publisher
- Word Perfect Presentations

BUSINESS AND COMPUTER TECHNOLOGY II
UNIT 13: JOB APPLICATION PROCESS (5 days)

Competencies and Suggested Objectives:

1. Reinforce job application process.
   a. Search for a job for which he/she qualifies and prepare appropriate documents. (Ongoing)

   Related Academic Topics (See Appendix A):
   C1, C2, C4, C5

   Workplace Skills (See Appendix B):
   WP2, WP6

Suggested Teaching Strategies:

1. *Reinforce job application process.*
   a. Discuss the various methods of serarching for a job. Have students conduct a search and compare their strengths, weaknesses, skills, and education to the availability of jobs. Students should prepare the necessary documents (resume, letter of application, application form, etc.) that relate to the available jobs. These documents may be included in a student portfolio that contains examples of work.

Suggested Assessment Strategies:

1. Reinforce job application process.
   a. Evaluation based on checklist.

Suggested References:

Entrepreneurs for the Future. The School Company, P.O. Box 5379, Vancouver, WA 98668. Phone: (800) 543-0998. (Video)

Kansas Business Education Curriculum Handbook.

Mississippi Department of Employment.

Oliverio, Mary Ellen; Pasewark, William R., Sr.; and White, Bonnie. The Office: Procedures and Technology (2nd ed.). Cincinnati, OH: South-Western Publishing Co. 1993.

Zedlitz, Robert H. Getting a Job. Cincinnati, OH: South-Western Publishing Co. 1993.

BUSINESS AND COMPUTER TECHNOLOGY II
UNIT 14: APPLIED BUSINESS AND COMPUTER TECHNOLOGY II (15 days)

Competencies and Suggested Objectives:

1. Demonstrate job-specific skills introduced during the year by completing a teacher-approved project requiring intergration of learned skills.
   Related Academic Topics (See Appendix A):
   C1, C2, C4, C5, C6
   M1, M7
   Workplace Skills (See Appendix B):
   WP2, WP3, WP4, WP5, WP6

Suggested Teaching Strategies:

1. *Demonstrate job-specific skills introduced during the year by completing a teacher-approved project.*
   a. *Teacher will approve assigned projects. Have students apply skills for completion of project.*

Suggested Assessment Strategies:

1. *Demonstrate job-specific skills introduced during the year by completing a teacher-approved project.*
   a. *Use performance based evaluation.*

Suggested References:

Commercially prepared practice sets, commercially prepared simulations, teacher approved/prepared projects for civic organizations, school activities, student organization activities, a new business including research, OJT.

Entrepreneurs for the Future. The School Company, P.O. Box 5379, Vancouver, WA 98668. Phone: (800) 543-0998. (Video)

Kansas Business Education Curriculum Handbook.

SECTION III:

RECOMMENDED TOOLS AND EQUIPMENT

RECOMMENDED TOOLS AND EQUIPMENT FOR SECONDARY BUSINESS AND COMPUTER TECHNOLOGY

1. Computer Work Centers (Desk and Chair) (One for Handicapped) (1 per student)
   Personal Computer - to follow minimum specs as published by MDE and to include access to the following;
   a. CD ROM
   b. Dot Matrix Printer (1 per 2 stations if not networked)
   c. Telecommunications service
2. Ten-Key Calculators with Memory
3 Laser Printer (1 per 10 stations)
4 Color Ink Jet Printer (1 per class)
5 Copier (1 per class)
6 Fax Machine (1 per class)
7 LCD Display Panel (1 per class)
8 Page Scanner with support software installed (1 per class)
9 Presentation Binding Machine (1 per class)
10 Paper Cutter (1 per class)
11 Copy Holder (1 per student)
12. Diskette Holder (1 per computer per class period)

INSTRUCTIONAL MATERIALS
FOR SECONDARY BUSINESS AND COMPUTER TECHNOLOGY

1. Telephone line with Cordless Telephone (separate telephone line for modem/fax hookup if available) (1 per class)
2. Laser Disc Player (1 per class)
3. TV (1 per class)
4. VCR (1 per class)
5. Video Camera (1 per class)
6. Overhead Projector (1 per class)
7. Mylar Board (minimum) (1 per class)
8. Trash Cans (2 per class)
9. CD ROM Storage Cases (number as required)
10. Heavy Duty Holepunch (1 per class)
11. Filing Cabinet (1 per class)

APPENDIX A:

RELATED ACADEMIC TOPICS

APPENDIX A

RELATED ACADEMIC TOPICS FOR COMMUNICATIONS

C1 Interpret written material.
C2 Interpret visual materials (maps, charts, graphs, tables, etc.).
C3 Listen, comprehend, and take appropriate actions.
C4 Access, organize, and evaluate information.
C5 Use written and/or oral language skills to work cooperatively to solve problems, make decisions, take actions, and reach agreement.
C6 Communicate ideas and information effectively using various oral and written forms for a variety of audiences and purposes.

EXPANDED TOPICS FOR COMMUNICATIONS

TOPIC C1: Interpret written material.

C1.01 Read and follow complex written directions.
C1.02 Recognize common words and meanings associated with a variety of occupations.
C1.03 Adjust reading strategy to purpose and type of reading.
C1.04 Use sections of books and reference sources to obtain information.
C1.05 Compare information from multiple sources and check validity.
C1.06 Interpret items and abbreviations used in multiple forms.
C1.07 Interpret short notes, memos, and letters.
C1.08 Comprehend technical words and concepts.
C1.09 Use various reading techniques depending on purpose for reading.
C1.10 Find, read, understand, and use information from printed matter or electronic sources.

TOPIC C2: Interpret visual materials (maps, charts, graphs, tables, etc.).

C2.01 Use visuals in written and in oral presentations.
C2.02 Recognize visual cues to meaning (layout, typography, etc.).
C2.03 Interpret and apply information using visual materials.

TOPIC C3: Listen, comprehend, and take appropriate action.

C3.01 Identify and evaluate orally-presented messages according to purpose.
C3.02 Recognize barriers to effective listening.
C3.03 Recognize how voice inflection changes meaning.
C3.04 Identify speaker signals requiring a response and respond accordingly.
C3.05 Listen attentively and take accurate notes.
C3.06 Use telephone to receive information.

C3.07 Analyze and distinguish information from formal and informal oral presentations.

TOPIC C4: Access, organize, and evaluate information.

C4.01 Distinguish fact from opinion.
C4.02 Use various print and non-print sources for specialized information.
C4.03 Interpret and distinguish between literal and figurative meaning.
C4.04 Interpret written or oral communication in relation to context and writer's point of view.
C4.05 Use relevant sources to gather information for written or oral communication.

TOPIC C5: Use written and/or oral language skills to work cooperatively to solve problems, make decisions, take actions, and reach agreement.

C5.01 Select appropriate words for communication needs.
C5.02 Use reading, writing, listening, and speaking skills to solve problems.
C5.03 Compose inquiries and requests.
C5.04 Write persuasive letters and memos.
C5.05 Edit written reports, letters, memos, and short notes for clarity, correct grammar, and effective sentences.
C5.06 Write logical and understandable statements, phrases, or sentences for filling out forms, for correspondence or reports.
C5.07 Write directions or summaries of processes, mechanisms, events, or concepts.
C5.08 Select and use appropriate formats for presenting reports.
C5.09 Convey information to audiences in writing.
C5.10 Compose technical reports and correspondence that meet accepted standards for written communications.

TOPIC C6: Communicate ideas and information using oral and written forms for a variety of audiences and purposes.

C6.01 Give complex oral instructions.
C6.02 Describe a business or industrial process/mechanism.
C6.03 Participate effectively in group discussions and decision making.
C6.04 Produce effective oral messages utilizing different media.
C6.05 Explore ideas orally with partners.
C6.06 Participate in conversations by volunteering information when appropriate and asking relevant questions when appropriate.
C6.07 Restate or paraphrase a conversation to confirm one's own understanding.
C6.08 Gather and provide information utilizing different media.

C6.09 Prepare and deliver persuasive, descriptive, and demonstrative oral presentations.

RELATED ACADEMIC TOPICS FOR MATHEMATICS

M1 Relate number relationships, number systems, and number theory.
M2 Explore patterns and functions.
M3 Explore algebraic concepts and processes.
M4 Explore the concepts of measurement.
M5 Explore the geometry of one-, two-, and three-dimensions.
M6 Explore concepts of statistics and probability in real world situations.
M7 Apply mathematical methods, concepts, and properties to solve a variety of real-world problems.

EXPANDED TOPICS FOR MATHEMATICS

TOPIC M1: Relate number relationships, number systems, and number theory.

M1.01 Understand, represent, and use numbers in a variety of equivalent forms (integer, fraction, decimal, percent, exponential, and scientific notation) in real world and mathematical problem situations.
M1.02 Develop number sense for whole numbers, fractions, decimals, integers, and rational numbers.
M1.03 Understand and apply ratios, proportions, and percents in a wide variety of situations.
M1.04 Investigate relationships among fractions, decimals, and percents.
M1.05 Compute with whole numbers, fractions, decimals, integers, and rational numbers.
M1.06 Develop, analyze, and explain procedures for computation and techniques for estimations.
M1.07 Select and use an appropriate method for computing from among mental arithmetic, paper-and-pencil, calculator, and computer methods.
M1.08 Use computation, estimation, and proportions to solve problems.
M1.09 Use estimation to check the reasonableness of results.

TOPIC M2: Explore patterns and functions.

M2.01 Describe, extend, analyze, and create a wide variety of patterns.
M2.02 Describe and represent relationships with tables, graphs, and rules.
M2.03 Analyze functional relationships to explain how a change in one quantity results in a change in another.
M2.04 Use patterns and functions to represent and solve problems.
M2.05 Explore problems and describe results using graphical, numerical, physical, algebraic, and verbal mathematical models or representations.

M2.06 Use a mathematical idea to further their understanding of other mathematical ideas.
M2.07 Apply mathematical thinking and modeling to solve problems that arise in other disciplines, such as art, music, and business.

TOPIC M3: Explore algebraic concepts and processes.

M3.01 Represent situations and explore the interrelationships of number patterns with tables, graphs, verbal rules, and equations.
M3.02 Analyze tables and graphs to identify properties and relationships and to interpret expressions and equations.
M3.03 Apply algebraic methods to solve a variety of real world and mathematical problems.

TOPIC M4: Explore the concepts of measurement.

M4.01 Estimate, make,and use measurements to describe and compare phenomena.
M4.02 Select appropriate units and tools to measure to the degree of accuracy required in a particular situation.
M4.03 Extend understanding of the concepts of perimeter, area, volume, angle measure, capacity, and weight and mass.
M4.04 Understand and apply reasoning processes, with special attention to spatial reasoning and reasoning with proportions and graphs.

TOPIC M5: Explore the geometry of one-, two-, and three-dimensions.

M5.01 Identify, describe, compare, and classify geometric figures.
M5.02 Visualize and represent geometric figures with special attention to developing spatial sense.
M5.03 Explore transformations of geometric figures.
M5.04 Understand and apply geometric properties and relationships.
M5.05 Classify figures in terms of congruence and similarity and apply these relationships.

TOPIC M6: Explore the concepts of statistics and probability in real world situations.

M6.01 Systematically collect, organize, and describe data.
M6.02 Construct, read, and interpret tables, charts, and graphs.
M6.03 Develop an appreciation for statistical methods as powerful means for decision making.
M6.04 Make predictions that are based on exponential or theoretical probabilities.

M6.05 Develop an appreciation for the pervasive use of probability in the real world.

TOPIC M7: Apply mathematical methods, concepts, and properties to solve a variety of real-world problems.

M7.01 Use computers and/or calculators to process information for all mathematical situations.
M7.02 Use problem-solving approaches to investigate and understand mathematical content.
M7.03 Formulate problems from situations within and outside mathematics.
M7.04 Generalize solutions and strategies to new problem situations.

RELATED ACADEMIC TOPICS FOR SCIENCE

S1 Explain the Anatomy and Physiology of the human body.
S2 Apply the basic biological principles of Plants, Viruses and Monerans, Algae, Protista, and Fungi.
S3 Relate the nine major phyla of the kingdom anomaly according to morphology, anatomy, and physiology.
S4 Explore the chemical and physical properties of the earth to include Geology, Meteorology, Oceanography, and the Hydrologic Cycle.
S5 Investigate the properties and reactions of matter to include symbols, formulas and nomenclature, chemical equations, gas laws, chemical bonding, acid-base reactions, equilibrium, oxidation-reduction, nuclear chemistry, and organic chemistry.
S6 Explore the principles and theories related to motion, mechanics, electricity, magnetism, light energy, thermal energy, wave energy, and nuclear physics.
S7 Explore the principles of genetic and molecular Biology to include the relationship between traits and patterns of inheritance, population genetics, the structure and function of DNA, and current applications of DNA technology.
S8 Apply concepts related to the scientific process and method to include safety procedures for classroom and laboratory; use and care of scientific equipment; interrelationships between science, technology and society; and effective communication of scientific results in oral, written, and graphic form.

EXPANDED TOPICS FOR SCIENCE

TOPIC S1: Explain the Anatomy and Physiology of the human body.

S1.01 Recognize common terminology and meanings.
S1.02 Explore the relationship of the cell to more complex systems within the body.

S1.03 Summarize the functional anatomy of all the major body systems.
S1.04 Relate the physiology of the major body systems to its corresponding anatomy.
S1.05 Compare and contrast disease transmission and treatment within each organ system.
S1.06 Explore the usage of medical technology as related to human organs and organ systems.
S1.07 Explain the chemical composition of body tissue.

TOPIC S2: Apply the basic biological principles of Plants, Viruses and Monerans, Algae, Protista, and Fungi.

S2.01 Identify the major types and structures of plants, viruses, monera, algae protista, and fungi.
S2.02 Explain sexual and asexual reproduction.
S2.03 Describe the ecological importance of plants as related to the environment.
S2.04 Analyze the physical chemical and behavioral process of a plant.

TOPIC S3: Relate the nine major phyla of the kingdom anomaly according to morphology, anatomy, and physiology.

S3.01 Explain the morphology, anatomy, and physiology of animals.
S3.02 Describe the characteristics, behaviors, and habitats of selected animals.

TOPIC S4: Explore the chemical and physical properties of the earth to include Geology, Meteorology, Oceanography, and the Hydrologic Cycle.

S4.01 Examine minerals and their identification, products of the rock cycle, byproducts of weathering, and the effects of erosion.
S4.02 Relate the Hydrologic Cycle to include groundwater its zones, movement, and composition; surface water systems, deposits, and runoff.
S4.03 Consider the effects of weather and climate on the environment.
S4.04 Examine the composition of seawater; wave, tides, and currents; organisms, environment, and production of food; energy, food and mineral resources of the oceans.

TOPIC S5: Investigate the properties and reactions of matter to include symbols, formulas and nomenclature, chemical equations, gas laws, chemical bonding, acid-base reactions, equilibrium, oxidation-reduction, nuclear chemistry, and organic chemistry.

S5.01 Examine the science of chemistry to include the nature of matter, symbols, formulas and nomenclature, and chemical equations.

S5.02 Identify chemical reactions including precipitation, acids-bases, and reduction-oxidation.
S5.03 Explore the fundamentals of chemical bonding and principles of equilibrium.
S5.04 Relate the behavior of gases.
S5.05 Investigate the structure, reactions, and uses of organic compounds; and investigate nuclear chemistry and radiochemistry.

TOPIC S6: Explore the principles and theories related to motion, mechanics, electricity, magnetism, light energy, thermal energy, wave energy, and nuclear physics.

S6.01 Examine fundamentals of motion of physical bodies and physical dynamics.
S6.02 Explore the concepts and relationships among work, power, and energy.
S6.03 Explore principles, characteristics, and properties of electricity, magnetism, light energy, thermal energy, and wave energy.
S6.04 Identify principles of modern physics related to nuclear physics.

TOPIC S7: Explore the principles of genetic and molecular Biology to include the relationship between traits and patterns of inheritance; population genetics, the structure and function of DNA, and current applications of DNA technology.

S7.01 Examine principles, techniques, and patterns of traits and inheritance in organisms.
S7.02 Apply the concept of population genetics to both microbial and multicellular organism.
S7.03 Identify the structure and function of DNA and the uses of DNA technology in science, industry, and society.

TOPIC S8: Apply concepts related to the scientific process and method to include safety procedures for classroom and laboratory; use and care of scientific equipment; interrelationships between science, technology and society; and effective communication of scientific results in oral, written, and graphic form.

S8.01 Apply the components of scientific processes and methods in classroom and laboratory investigations.
S8.02 Observe and practice safe procedures in the classroom and laboratory.
S8.03 Demonstrate proper use and care for scientific equipment.
S8.04 Investigate science careers, and advances in technology.
S8.05 Communicate results of scientific investigations in oral, written, and graphic form.

APPENDIX B:

WORKPLACE SKILLS

APPENDIX B
WORKPLACE SKILLS FOR THE 21ST CENTURY

WP1 Allocates resources (time, money, materials and facilities, and human resources).

WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.

WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.

WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.

WP5 Selects, applies, and maintains/troubleshoots technology.

WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.

APPENDIX C:

STUDENT COMPETENCY PROFILE

STUDENT COMPETENCY PROFILE
FOR BUSINESS AND COMPUTER TECHNOLOGY I

Student: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Unit 1: Introduction to Business and Computer Technology

_____ 1. Apply correct safety procedures.
_____ 2. Promote leadership skills through vocational student organizations.

Unit 2: Operating Systems

_____ 1. Demonstrate a basic understanding of computer operating systems. (Ongoing)

Unit 3: Keyboarding

_____ 1. Perform basic keyboarding techniques.

Unit 4: Word Processing

_____ 1. Load, access, and utilize a word processing software package.

Unit 5: Communications

_____ 1. Cultivate personal qualities for business and office occupations.
_____ 2. Plan and compose effective written communications.
_____ 3. Demonstrate effective oral communications.

Unit 6: Alphabetical Filing System

_____ 1. Manually prepare personal and business names for alphabetic filing.

Unit 7: Database Management

_____ 1. Construct a database and manipulate data.

Unit 8: Financial Applications

_____ 1. Develop personal financial skills.
_____ 2. Develop business financial skills.

Unit 9: Spreadsheet Applications

_____ 1. Demonstrate a basic understanding of spreadsheet applications.

Unit 10: Telecommunications

_____ 1. Demonstrate a basic understanding of telecommunications.

Unit 11: Desktop Publishing

_____ 1. Demonstrate a basic understanding of desktop publishing applications.

Unit 12: Job Application Process

_____ 1. Develop personal and professional skills necessary for securing and maintaining employment. (Ongoing)

Unit 13: Applied Business and Computer Technology I

_____ 1. Demonstrate job-specific skills introduced during the year by completing a teacher-approved project requiring intergration of learned skills.

STUDENT COMPETENCY PROFILE
FOR BUSINESS AND COMPUTER TECHNOLOGY II

Student: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Unit 1: Safety

_____ 1. Review and reinforce safety procedures.

Unit 2: Disk Management

_____ 1. Apply disk and file management skills.

Unit 3: Keyboarding

_____ 1. Perform keyboarding techniques.

Unit 4: Advanced Word Processing

_____ 1. Utilize a word processing software package.

Unit 5: Advanced Communications

_____ 1. Use communications and time management principles to manage personal productivity.

Unit 6: Records Management

_____ 1. Examine different records management systems.

Unit 7: Advanced Database Management

_____ 1. Construct a database project and manipulate data.

Unit 8: Advanced Spreadsheet Applications

_____ 1. Work efficiently with spreadsheet files.

Unit 9: Advanced Financial Applications

_____ 1. Demonstrate financial planning process and methods of money management.

Unit 10: Automated Accounting

_____ 1. Demonstrate an understanding of accounting procedures.

Unit 11: Advanced Telecommunications

_____ 1. Perform a wide range of telecommunication activities.

Unit 12: Advanced Desktop Publishing

_____ 1. Demonstrate an understanding of the desktop publishing process.

Unit 13: Job Application Process

_____ 1. Reinforce job application process.

Unit 14: Applied Business and Computer Technology II

_____ 1. Demonstrate job-specific skills introduced during the year by completing a teacher-approved project requiring intergration of learned skills.

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Office of Educational Research and Improvement (OERI)
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